



ST. CLOUD STATE
UNIVERSITY

CLINICAL MENTAL HEALTH
COUNSELING



Comprehensive Assessment Plan (CAP): Data Review & Report
2020-2021 Academic Year

School of Health and Allied Professionals: Clinical Mental Health Counseling

The purpose of this annual report is to inform students, the public, and community stakeholders about student enrollment, student success, key findings, decisions, and modifications of the program in line with our program mission statement, goals, and objectives. The information below is based on the 2021-2022 academic year, as required by the Council on Accreditation for Counseling & Related Educational Programs (CACREP).

The CMHC program is required to respond to CACREP with the following vital statistics:

1. The CMHC program is a **61-credit program** that students complete in 3 years.
2. The CMHC program has 38 students currently enrolled
3. The CMHC program graduated 12 students in the Summer, of 2022
 - 2 students delayed graduation
4. We have a 98% Completion Rate for timely graduation. Delays during the last academic year were due to COVID/pandemic-related concerns.
5. CMHC students pass the CPCE at a rate of 100%. Due to the state of MN being a two-tier licensure state, we do not routinely receive licensure exam updates. Many opt to wait for the 2nd tier licensure, which requires them to complete 4,000 hours post-graduation prior to applying for licensure.
6. CMHC students have a 100% job placement, and this occurs 90% within their internship site.
7. **Program Demographics:** Students enroll in a full-time cohort model. This supports timely graduation in 3 years. We have 39 students enrolled in the CMHC program.

| Measure 7.1: Demographic | Other | Male | Female |
|----------------------------------|-------|--------|--------|
| African American Black | 1 | 0 | 0 |
| American Indian/Native Alaskan | 0 | 0 | 0 |
| Asian American | 0 | 3 (*1) | 4 (*2) |
| Caucasian/White | 1 | 4 | 19 |
| Hispanic/Latino/Spanish American | 0 | 0 | 4 |
| Native-Hawaiian/Pacific Islander | 0 | 0 | 0 |
| Multi-Racial | 0 | 1 | 1 |
| Other/Undisclosed | 0 | 0 | 0 |

8. Student Transition Points Outcome: Recruitment, Admission, Matriculation, and Graduation Process

Measure 8.1: Recruitment

The CMHC program held 4 CMHC information days online, via Zoom. The CMHC program faculty continue to meet with prospective students individually to foster a sense of belonging at recruitment. The CMHC program worked with graduate studies to streamline all recruitment, and application emails through graduate studies. This allows the CMHC program to offset the work of the department's office manager, and the program director and to streamline better communication for candidates to the office of graduate studies – which has a staff dedicated to graduate education.

Measure 8.2: Admission

The CMHC program had **86 Total Applications**. The CMHC program incorporated a new screening rubric to help identify candidates for early admission interviews and to better standardize for DEI initiatives within the department. The goal was to admit 12 students. We accepted 17 FT students, and 14 students accepted admission. We must stay compliant within the faculty courseload capacity to matriculate our part-time students. The CMHC program director continued to host "I'm accepted now what" Zoom/virtual meeting to discuss the rationale for a 3 year program and Counselor In Training Wellness, Block Scheduling Initiative. This is well attended and students report this is helpful in making their decision to choose SCSU.

| Measure 8.3: Matriculation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------|------|--------|-------------|-------|------|--------|------------------------|---|---|---|--------------------------------|---|---|---|----------------|---|---|---|-----------------|---|---|---|----------------------------------|---|---|---|----------------------------------|---|---|---|--------------|---|---|---|-------------------|---|---|---|
| Students matriculate through the CMHC program through a series of Counselor In Training Benchmarks (CIT-B). These will be discussed throughout the annual report. At the time of the summary, 1 student had stopped out of the CMHC program due to work/conflicts in a new position. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measure 8.4: Graduation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| During the 2020/2021 academic year, all students graduated except for 2. The 2 students delayed their graduation due to circumstances outside of their control with the COVID pandemic. They are set to graduate Spring 2023. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measure 8.5: Other Transition Points | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. The CMHC program had all students complete their internship requirements. 2 students had to obtain different clinical sites at the end of the first internship. 2. All but 1 student was offered employment at their respective internship sites. To date, outside of the 2 students with delayed program completion, all students are fully employed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Result: The transition data indicates that once students are in the CMHC program, they tend to matriculate successfully. Those students who do not move through the program only do so from an unexpected life cycle emergency (financial or medical crisis). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Department of Counseling Psychology, Counseling & Family Therapy houses 3 graduate programs in counseling. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ol style="list-style-type: none"> 1. Clinical Mental Health Counseling (Director, Tina M Sacin, PhD, LPC, NCC) in 8-year accreditation 2. School Counseling (Director, Bill Lepkowski, PhD) in 8-year accreditation 3. Rehabilitation Counseling- in 2 year CORE to CACREP transition | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>CMHC Faculty Demographics: During the 2021/2022 Academic year, there was some transition in CMHC faculty. We are excited to announce that we had a successful probationary search, and hire. Please see the annotation beside the faculty name.</p> <p>Tina M Sacin, PhD, LPC (Director- with 3 credits release time annually)</p> <p>Erin Berzins, PhD, LPCC (Clinical Coordinator – with No release time).</p> <p>Rose Stark Rose, PhD – LP (50% allocation with CMHC)- Sabbatical Fall 2022</p> <p>Kristen Langellier, PhD (Hired Fall, 2022)</p> <table border="1"> <thead> <tr> <th>Demographic</th><th>Other</th><th>Male</th><th>Female</th></tr> </thead> <tbody> <tr> <td>African American Black</td><td>0</td><td>0</td><td>1</td></tr> <tr> <td>American Indian/Native Alaskan</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Asian American</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Caucasian/White</td><td>0</td><td>0</td><td>2</td></tr> <tr> <td>Hispanic/Latino/Spanish American</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Native-Hawaiian/Pacific Islander</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Multi-Racial</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Other/Undisclosed</td><td>0</td><td>0</td><td>1</td></tr> </tbody> </table> | | | | Demographic | Other | Male | Female | African American Black | 0 | 0 | 1 | American Indian/Native Alaskan | 0 | 0 | 0 | Asian American | 0 | 0 | 0 | Caucasian/White | 0 | 0 | 2 | Hispanic/Latino/Spanish American | 0 | 0 | 0 | Native-Hawaiian/Pacific Islander | 0 | 0 | 0 | Multi-Racial | 0 | 0 | 0 | Other/Undisclosed | 0 | 0 | 1 |
| Demographic | Other | Male | Female | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American Black | 0 | 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian/Native Alaskan | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian American | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Caucasian/White | 0 | 0 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic/Latino/Spanish American | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native-Hawaiian/Pacific Islander | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Multi-Racial | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other/Undisclosed | 0 | 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regretfully, Erin Berzins will depart SCSU in December 2022. The CMHC program has requested a position, but SCSU did not allocate a position in their Phase 1 hiring. We are currently waiting for Phase 2 allocation from the President's office. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CMHC mission: To inspire future mental health counselors who are passionate about pursuing the highest standard of clinical practice with cultural fluency. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>CMHC Goals (Outcomes): The mission is dedicated to achieving the following outcomes</p> <ol style="list-style-type: none"> 1. Proficiency in best clinical practices 2. Effective delivery of counseling in diverse clinical settings to a broad range of clientele (individual, group, family, couples) across the lifespan 3. Active engagement in self-reflective practice and commitment to life-long learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

4. Fluency in multicultural competencies
5. Social Justice advocacy in a global context

CMHC Program Highlights:

1. Trauma-Informed
2. Group Work
3. Cultural Fluency
4. Integrative Course Design

Assessment Process: Annual and Special Focus

Annual: The Counselor Education faculty in the Clinical Mental Health (CMHC) Graduate program shifted from the typical summer semester annual review to a Fall annual review during SCSU's assessment days. This shift was due to the contractual limits that prevent this type of work in the summer semester based on the IFO contract. It would require institutional support for all CMHC program faculty during noncontractual duty days. This will shift the report dissemination schedule to *December annually*.

Special (Summer 2022): The CMHC program director was tasked over the summer to explore creating a CORE counseling program with other CACREP/ and potential CACREP programs (School Counseling and Rehabilitation Counseling). The working group consisted of only the CMHC and School Counseling programs. Other programs that were identified but did not participate in were: (College Counseling, Rehabilitation Counseling, and Marriage and Family Therapy). There has been no stakeholder data to inform this decision. This will be launched in Spring of 2023. The identified areas of this exploration stage were as follows:

1. Discussion of current student demographics for each program
2. Discussion of current program delivery for each program
 - CMHC (8-year accreditation award) – On Campus day -delivery, Block Schedule provided for 3-year entire program of study
 - School (8-year accreditation award)– On Campus night – delivery, currently submitting a substantive change to modify to over 50% online delivery to CACREP
 - Rehabilitation (on a 2-year limited award with substantive changes due to CACREP within the two-year period) – 100% High-Flex program. This program was CORE and had a Spring 2021 site visit that provided them with
3. Discussion of School Counseling requirement to move from 45 credits to 60 credits
4. Discussion of the need for external stakeholder data
 - Current Students
 - Alumni
 - Site Supervisors
 - Employers
5. Directors of CMHC and the School agreed to work in Spring of 2023 to present a timeline with resource allocation that includes stakeholder data to the:
 - Respective Programs
 - Department of Community Psychology, Counseling & Family Therapy
 - Dean for the College of Health and Allied Professions
6. The CMHC director is submitting a request to recall the Rehabilitation Counseling concentration areas from the curriculum process in the Spring of 2023, to have them resubmitted for review to align with the SCSU curriculum process. During the program submission, SCSU was in the midst of transferring to a new curriculum system that averted the institutional checks and balances to look at the following:
 - Program Curriculum Alignment with department, school, and institution
 - Resource Allocation – is there sufficient resource allocation
 - Stakeholder data – time to review stakeholder data regarding the concentration areas

- Review concentration areas that are outside the scope of CACREP submission.

The next portion of the CMHC report will outline how the CMHC program aligns with SCSU's It's Time and Unleash the Future Priorities.

| It's Time and Unleash The Future Priorities | CMHC Program Outcomes | Need |
|---|-----------------------|------|
|---|-----------------------|------|

Assessment Process: Align with the Unleash The Future: The CMHC program faculty reimagined the report to better align with the **It's Time** and **Unleash the Future campaign**. The CMHC program faculty consider that this presentation format can help build continuity for community partnership and see how investing in the CMHC program can align with the SCSU institutional strategy.

| Academic Distinction | It's Time to Become Academically Distinct | |
|--|--|--|
| <ol style="list-style-type: none"> 1. Program of Choice in MN 2. Core Competencies in CACREP areas 3. Integrative Course Design 4. Focus on Counselor in Training Wellness (CIT-Well) 5. Block Scheduling | <ul style="list-style-type: none"> • Graduates routinely score 1+ standard deviation above the National Average. • Fidelity to the ICD model • CIT-Well • In 2nd year of admissions | |

Program Goal (Outcome) 1a: Proficiency in best clinical practices in CACREP areas

CMHC students will demonstrate knowledge, skills, and dispositions in the CACREP core competency areas to be successful in the field.

Measure 1.1a

On the **Counselor Preparation Competency Exam (CPCE)**, students' mean score will be within one standard deviation score of the CPCE national norm on the total score and on each of the eight (8) Subscales. A student cannot be 2+ standard deviations on a 2+ subscales for the CPCE without remediated work in the respective subscales.

Comparison of CPCE National Mean Scores & SCSU/CMHC Scores by Year for 2020/2021

| Subscale Areas | SCSU Mean 2021 | National Mean2021 |
|--|----------------|-------------------|
| Human Growth & Development | 12.9 | 12.10 |
| Social and Cultural Diversity | 11.3 | 10.36 |
| Counseling and Helping Relationships | 10.7 | 10.41 |
| Group Counseling and Group Work | 12.1 | 11.41 |
| Career Development | 14.1 | 12.01 |
| Assessment and Testing | 13.3 | 12.13 |
| Research and Program Evaluation | 10.2 | 9.34 |
| Professional Counseling Orientation and Ethical Practice | 12 | 11.63 |
| Total Score | 96.5 | 89.38 |

Result: Substantive Change in COUN 640 Counseling Across the Lifespan

Each year, the Center for Credentialing and Education provides national descriptive statistics for the CPCE. The CPCE is a standardized assessment instrument utilized by over 200+ universities and colleges and is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. The CPCE consists of eight content areas like the areas of competency identified by the Council of Accreditation of Counseling and Related Academic Programs (CACREP). The

CMHC routinely scores well above the national average. Yet, due to the 2-subscale requirement, the CMHC program faculty have designated Human Growth & Development as a content area to focus on for the Fall assessment day. This subject area has not passed the National mean for three consecutive years. Thus, the nominal changes have resulted in no change in the CPCE score. **Fall 2022 Assessment Day Results: Phase 1:** Is to add theories of development to the progressive case study assignment and replace two IRAT quizzes that demonstrated the lowest scores. Additionally, we plan to add a community partner to include childhood assessment day that includes a family assessment with children at different developmental ages for education and application of materials with the students. **Phase 2:** Recommendation to move COUN 640 to the summer session to align with COUN 628 (Diagnosis and Treatment Planning in children & Adolescents).

Program Goal (Outcome) 1b: Proficiency in best clinical practices

Students in the CMHC program will demonstrate basic counseling skills required for all CMHC students in their procedures and practicum experience in the CHWP training clinic.

Measures 1.b.1: Students complete the CCS:

1. COUN 668 Counseling Procedures
2. CPSY 669 Practicum I
3. CPSY 698 Practicum 2

Result: Self-Assessment of Counseling Performance Skills Form 6.1

The CMHC program moved from the CCS which encompasses disposition + skills to a counseling skill assessment only. It was recommended by the data received from current students, clinical faculty, and clinical coordinator. It allowed the students to have a strength base focus on skill development that did not intersect with dispositions. Additionally, since we have the Counselor in Training Benchmark system, the CCS was redundant.

| | |
|---|---------|
| 5 | Good |
| 4 | |
| 3 | Average |
| 2 | |
| 1 | Poor |

There were only 3 areas that averaged below average:

1. Question 17 Regarding Self Disclosure
2. Question 29 Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse.
3. Question 30 Ability to keep appropriate records related to counseling process.

In reference to questions #17 and #30, these are seen as advanced skills that they will see in the upcoming semester during their practicum experience. We added a refresher training on the Colombia Suicide Protocol and Role Play Day as a refresher for their Fall 2022 practicum. This will include informed consent and procedures for risk assessment.

The CMHC program will continue the use of the skills self-assessment in 3 areas: 1. COUN 668 Procedures (baseline); 2. CPSY 669 Practicum 1 (mid-term) and 3. CPSY 698 (Final)

Measure 1.b.2: Counseling in Training Benchmark (CIT-B)

The CIT-B pilot to Qualtrics is complete. More information can be found on the SCSU website listed below. We are only assessing the 3-year program students at this time using the CIT-B. Summer 2022 is the first academic semester to follow the revised skill assessment schedule.

<https://www.stcloudstate.edu/graduate/clinical-mental-health/students/current-students.aspx>

| | | |
|---|--|-----------|
| Readiness for Practicum: Micro Skills | | |
| CIT-B: Readiness for Practicum | | |
| CPSY 669 | CMHC students will be assessed Fall 202 | |
| CIT-B: Readiness for Internship | | |
| CPSY 698 | CMHC students will be assessed Spring 2023 | |
| CIT-B: Readiness for Practice | | |
| COUN 696 | | CMHC stud |
| COUN 696 | CMHC students will be assessed Spring 2023 | |
| Results: | | |
| The CMHC program graduated its final 2-year program cohort Summer 2022. The pilot capture of the CIT-B data and the transition to Qualtrics was a cumbersome task due to: COVID pandemic, transition of core faculty and lack of resource allocation for assessment. | | |
| Measure 1.b.3: MAKSS-C | | |
| Multicultural Awareness – Knowledge – Skills Survey: Counselor Education Edition. The MAKSS survey is designed to help evaluate the counselor in training (CIT) level of multicultural counseling competence. | | |
| Result: | | |
| The Qualtrics conversion was completed. The CMHC program only has initial assessment data, thus no follow-up data to provide evidence of growth in multicultural awareness, knowledge, and skills. This will be assessed next CAP cycle. | | |
| Measure 1.b.4: Internship Mid-Term and Final Narrative Evaluations | | |
| The CMHC moved to the Counselor in Training Benchmark (CIT-B) system. The CMHC program is still assessing the potential use of the current mid-term/final assessment or a new Qualitative summary to add to the Final Assessment. This was added to the Spring 2023 Assessment Day Agenda. | | |
| Changes to Academic Process: | | |
| <input checked="" type="checkbox"/> Modify the Frequency or Schedule of Course Offerings. <input type="checkbox"/> Make Technology Related Improvements. <input checked="" type="checkbox"/> Make Personnel Related Changes. <input checked="" type="checkbox"/> Implement Additional Training. <input type="checkbox"/> Revise Advising Standards or Process <input checked="" type="checkbox"/> Revise Admission Criteria <input type="checkbox"/> Other Implemented or Planned Change <input type="checkbox"/> No Changes to Academic Process | | |
| Summary of EACH item checked above: | | |
| 1. The CMHC program includes a more technology-driven, streamlined approach to admissions. The systemic process allows for automation and quicker candidate response time for necessary information. We had a successful new hire search. Dr. Kristen Langellier, PhD joined the department Fall 2022. | | |
| 2. Changes to Curriculum: | | |
| <input type="checkbox"/> Revise and/or Enforce Prerequisites. <input checked="" type="checkbox"/> Revise Course Sequence <input checked="" type="checkbox"/> Revise Course Content <input type="checkbox"/> Add Course <input type="checkbox"/> Delete Course | | |

| |
|--|
| <input type="checkbox"/> Other implemented or planned change <input type="checkbox"/> No Changes to Curriculum |
| Explain of EACH item checked above: |
| <p>Based on 2 years of CPCE data CMHC program has a 3 Phase implementation of changes for COUN 640: Counseling Across the Lifespan. Fall 2022 Assessment Day Results: Phase 1: Is to add theories of development to the progressive case study assignment and replace two IRAT quizzes that demonstrated the lowest scores. Additionally, we plan to add a community partner to include childhood assessment day that includes a family assessment with children at different developmental ages for education and application of materials with the students. Phase 2: Recommendation to move COUN 640 to the summer session to align with COUN 628 (Diagnosis and Treatment Planning in children & Adolescents).</p> |
| 1. Changes to Assessment Plan: |
| <input type="checkbox"/> Revise Student Outcome Statement <input type="checkbox"/> Revise Measurement Approach <input type="checkbox"/> Collect and Analyze Additional Data and Information <input checked="" type="checkbox"/> Change Method of Data Collection <input checked="" type="checkbox"/> Other Planned Changes <input type="checkbox"/> Plan has been reviewed and no change made <input type="checkbox"/> No Changes to Assessment Plan |
| Explain EACH item checked above: |
| <p>1. Add QR code for all Qualtrics Assessments Change all Assessment Schedule to be initiated by CMHC program director instead of CMHC faculty following timeline. This will begin Fall 2022.</p> |
| 2. Curriculum/Course-Related Assessment Methods: |
| <input type="checkbox"/> Rich Learning Experiences (ICD) <input checked="" type="checkbox"/> Case Study/Simulation <input type="checkbox"/> IRAT/GRAT (ICD) <input type="checkbox"/> Rating Scales/Scoring Rubrics <input type="checkbox"/> Assessment Rubrics <input type="checkbox"/> Journals <input type="checkbox"/> Observation (focused on specific program outcomes) <input type="checkbox"/> Other method |
| Explain EACH item checked above: |
| <p>There was inconsistency in the D2L tracking for attendance measure. The CMHC faculty agreed this tracking did not add value to the student experience. The CMHC faculty are modifying Case Study for COUN 640 to include developmental theory in students response document.</p> |
| Institution (SCSU) |
| <input checked="" type="checkbox"/> SCSU Graduating Student Survey (Pilot Start Date 2024) <input type="checkbox"/> Alumni Survey <input type="checkbox"/> Supervisor Survey <input type="checkbox"/> Employee Survey |
| <p>The CMHC faculty would like to generate a unique Qualtrics survey for those who graduated during the COVID pandemic. They will be polled for the annual survey, as the program plans to survey alumni annually. The CMHC faculty consider the COVID pandemic and shifts in programming unique enough to capture the data in a unique fashion.</p> |

| 1. Miscellaneous Assessment Methods | | |
|--|--|--|
| <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Focus Group <input type="checkbox"/> Institutional Data <input type="checkbox"/> Student Records <input type="checkbox"/> Accreditation Reviews (i.e. CACREP) <input checked="" type="checkbox"/> Other | | |
| Explain EACH item checked above: | | |
| <p>The Advisory Board is currently considered the internship site supervisor for internship experiences. The CMHC program faculty are re-convening a CMHC advisory board Academic year 2022/2023. The CMHC program will add to it's annual review the Town Hall format. This was presented to students Fall 2022 and the program will host it's first Town Hall Spring 2023 (Jan, then at mid-terms)</p> | | |
| 1. Summary of the CMHC Assessment Process: | | |
| <p>Over the last few years, we've made several changes to our assessment program as we worked to improve <i>data collection</i> procedures with NO resources. The pilot assessment process was completed in the Qualtrics transition.</p> <p>The following assessments will be added to the counseling assessment plan (CAP)</p> <ol style="list-style-type: none"> 1. Graduating Graduate Student Survey (GGSS) 2. Self-Assessment of Counseling Performance Skills (SA-CPS) 3. Multicultural Awareness-Knowledge-Skills Survey: Counselor Education Edition (MAKSS-C) 4. Counselor in Training Benchmark (CIT-B) System <p>We finalized the process of moving all of our assessments into Qualtrics. The feedback we received from students, site supervisors, adjuncts and faculty are that the paper assessments are too cumbersome. We anticipate all assessment materials to be completely online (Qualtrics).</p> | | |
| University of Teacher Scholars: It's Time to Support a University of Teacher-Scholars | | |
| 1. Technology for Learning 2. Faculty Development Funds Interdisciplinary Research | <ul style="list-style-type: none"> • Eastman Training Clinic • Berzins New Faculty Grant • 1st year nursing partnership Husky Pounce | Need <ul style="list-style-type: none"> • Electronic Health Records • Phone |
| 3. Student Success | | |
| <ul style="list-style-type: none"> • Scholarships • CPCE • Graduation Rates • Hire Rates • Alumni Relations | <ul style="list-style-type: none"> • 3 year DEI scholarship commitment w/DBT • BIPOC textbook support/Care Counseling | Need <ul style="list-style-type: none"> • More financial support |
| 3. Regional Reach | It's Time to Extend Our Regional Reach <ul style="list-style-type: none"> • Hold a Twin Cities Interest Information Session in Plymouth | <ul style="list-style-type: none"> • Continued Financial Support for BIPOC counselors in training |
| Mental Health Grant | Laptop Computers for telehealth | |
| 1. Annual Support | <ul style="list-style-type: none"> • Secured grant for 6 laptops for a training clinic. | |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> Secured stipend for GA to support scheduling and outreach for training clinic. | |
| 1. CHWP Financial Support 2. SCSU Financial Support 3. CMHC driven support | <ul style="list-style-type: none"> New faculty member Kristen Langellier will be assigned to the Eastman Working Group meeting. The CHWP has not provided a probationary faculty line to replace Erin Berzins departure. | |
| 4. School/College Priorities | | |
| 1. Autism Discovery Center 2. Leading Edge Technology (telehealth) | Replicate Husky Pounce initiative with the Autism Discovery Clinic | |
| SCSU Workplan: CACREP Curriculum CORE | <ul style="list-style-type: none"> Seeking stakeholder data Spring 2023 | <ul style="list-style-type: none"> EHR |
| College Workplan: <ol style="list-style-type: none"> Growing enrollment in current accredited programs Twin Cities Strategy International Student Enrollment Culture of Leadership | | |

| Faculty Achievements | |
|----------------------|---|
| Erin Berzins | Qualitative Study Grant: Pregnancy and birth during COVID pandemic |
| | Presentation- New York |
| | LPCC licensure in MN, and Board Approved Supervisor in MN |
| Kristin Langellier | Starts Fall 2022 |
| Tina Sacin | Qualitative Study Grant: Pregnancy and birth during COVID pandemic |
| | CETL Grant (Center for Excellence in Teaching and Learning) |
| | SOTL Faculty Idea Swap: Humanizing In-Person and Online Faculty Development to Build a Community of Teacher-Scholars. Accepted to present at 2022 Symposium for Scholarship of Teaching and Learning, Calgary Canada, Nov, 2022 |
| Rose-Stark-Rose | Sabbatical Fall 2022 |



CLINICAL MENTAL
HEALTH COUNSELING
ST. CLOUD STATE UNIVERSITY

Important things to remember.

You are not alone.
You are capable.
You are strong.
You are loved.

Thank you for taking the time to read our annual report.

In Community,

Tina

Tina Sacin, PhD, LPC